

A. R. Rucker Middle

422 Old Dixie Road
Lancaster, SC 29720

Grades 6-8 Middle School

Enrollment 584 Students

Principal Jonathan Phippps 803-416-8555

Superintendent Richard E. Moore 803-286-6972

Board Chair Lisa T. Bridges 803-286-6972

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	21	22	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	No
2006	Below Average	Below Average	No

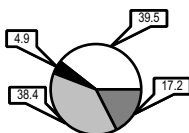
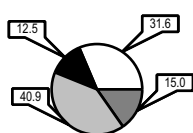
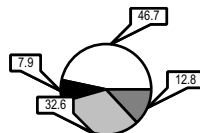
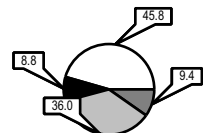
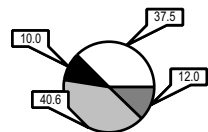
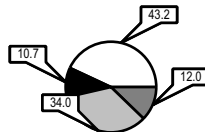
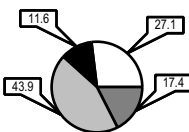
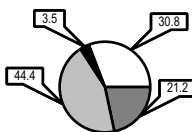
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.9	98.0
English 1	N/A	95.9
Biology 1/Applied Biology 2	N/A	80.0
Physical Science	N/A	78.4
All Subjects	96.9	96.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	563	100.0	39.5	38.4	17.2	4.9	28.8	No	Yes
Gender									
Male	302	100.0	46.6	37.5	13.8	2.1	21.9	N/A	N/A
Female	261	100.0	31.5	39.4	21.1	8.0	36.7	N/A	N/A
Racial/Ethnic Group									
White	260	100.0	24.1	41.0	26.9	8.0	45.0	Yes	Yes
African American	289	100.0	54.9	35.2	7.7	2.2	13.2	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	488	100.0	32.8	42.1	19.4	5.6	32.6	N/A	N/A
Disabled	75	100.0	83.1	14.1	2.8	0.0	4.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	563	100.0	39.5	38.4	17.2	4.9	28.8	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	557	100.0	39.9	38.0	17.2	4.9	28.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	342	100.0	52.2	38.1	8.5	1.3	12.9	No	Yes
Full-pay meals	221	100.0	20.8	38.9	30.1	10.2	52.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	563	100.0	31.5	41.0	15.0	12.5	39.5	Yes	Yes
Gender									
Male	302	100.0	33.2	41.0	13.8	12.0	39.2	N/A	N/A
Female	261	100.0	29.5	41.0	16.3	13.1	39.8	N/A	N/A
Racial/Ethnic Group									
White	260	100.0	14.9	45.4	21.7	18.1	58.2	Yes	Yes
African American	289	100.0	48.0	37.4	9.5	5.1	20.5	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	488	100.0	26.3	43.0	16.4	14.3	42.8	N/A	N/A
Disabled	75	100.0	64.8	28.2	5.6	1.4	18.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	563	100.0	31.5	41.0	15.0	12.5	39.5	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	557	100.0	31.8	41.2	15.1	11.9	39.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	342	100.0	43.7	40.3	8.8	7.2	24.8	Yes	Yes
Full-pay meals	221	100.0	13.4	42.1	24.1	20.4	61.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	562	100.0	46.7	32.6	12.8	7.9	20.6
Gender							
Male	301	100.0	45.4	33.7	12.4	8.5	20.9
Female	261	100.0	48.2	31.5	13.1	7.2	20.3
Racial/Ethnic Group							
White	260	100.0	24.9	43.0	18.9	13.3	32.1
African American	288	100.0	68.0	23.9	5.9	2.2	8.1
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	488	100.0	42.3	35.2	13.8	8.6	22.5
Disabled	74	100.0	75.7	15.7	5.7	2.9	8.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	562	100.0	46.7	32.6	12.8	7.9	20.6
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	556	100.0	47.0	32.8	12.3	8.0	20.3
Socio-Economic Status							
Subsidized meals	341	100.0	62.5	26.2	7.3	4.1	11.4
Full-pay meals	221	100.0	23.6	42.1	20.8	13.4	34.3

Social Studies							
All Students	562	100.0	45.8	36.0	9.4	8.8	18.2
Gender							
Male	301	100.0	44.7	34.4	10.3	10.6	20.9
Female	261	100.0	47.0	37.8	8.4	6.8	15.1
Racial/Ethnic Group							
White	260	100.0	28.5	42.6	15.3	13.7	28.9
African American	288	100.0	63.2	29.4	3.7	3.7	7.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	488	100.0	41.7	38.9	10.4	9.1	19.4
Disabled	74	100.0	72.9	17.1	2.9	7.1	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	562	100.0	45.8	36.0	9.4	8.8	18.2
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	556	100.0	46.2	36.0	9.1	8.7	17.8
Socio-Economic Status							
Subsidized meals	341	100.0	60.3	31.5	4.4	3.8	8.2
Full-pay meals	221	100.0	24.5	42.6	16.7	16.2	32.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	193	99.5	45.9	35.0	15.3	3.8	19.1
	7	212	99.5	38.0	43.5	17.5	1.0	18.5
	8	211	100.0	31.5	44.2	21.8	2.5	24.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	100.0	42.3	30.1	17.9	9.6	27.6
	7	183	100.0	32.4	47.2	15.9	4.5	20.5
	8	214	100.0	43.6	37.1	17.8	1.5	19.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	193	99.5	21.9	39.3	24.0	14.8	38.8
	7	212	99.1	42.7	27.1	16.1	14.1	30.2
	8	211	100.0	36.5	46.2	11.2	6.1	17.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	100.0	27.6	38.5	14.7	19.2	34.0
	7	183	100.0	25.0	46.6	15.9	12.5	28.4
	8	214	100.0	40.1	38.1	14.4	7.4	21.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	193	99.5	49.7	30.6	7.7	12.0	19.7
	7	212	99.1	50.8	30.7	8.5	10.1	18.6
	8	211	100.0	44.7	35.0	12.7	7.6	20.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	100.0	61.5	19.9	12.2	6.4	18.6
	7	183	100.0	38.1	38.6	14.2	9.1	23.3
	8	213	100.0	42.8	37.3	11.9	8.0	19.9
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	193	99.5	38.8	41.5	10.4	9.3	19.7
	7	212	99.1	50.8	33.7	10.1	5.5	15.6
	8	211	99.5	39.8	44.4	10.2	5.6	15.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	100.0	49.4	32.1	10.3	8.3	18.6
	7	183	100.0	50.6	35.2	5.1	9.1	14.2
	8	213	100.0	38.8	39.8	12.4	9.0	21.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 584)				
Students enrolled in high school credit courses (grades 7 & 8)	23.8%	Down from 23.9%	14.4%	16.7%
Retention rate	0.7%	Down from 1.9%	2.0%	2.5%
Attendance rate	95.2%	Up from 94.6%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.9%	0.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.9%	0.1%	1.0%
Eligible for gifted and talented	18.3%	Down from 19.0%	18.5%	15.6%
On academic plans	44.5%	N/AV	42.2%	39.9%
On academic probation	0.5%	N/AV	0.6%	0.7%
With disabilities other than speech	12.5%	Up from 12.3%	13.4%	12.4%
Older than usual for grade	3.1%	Up from 2.2%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.9%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	50.0%	Up from 42.0%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.6%	N/A	7.4%	9.1%
Teachers with emergency or provisional certificates	20.5%	Up from 10.8%	3.6%	5.6%
Teachers returning from previous year	87.8%	Up from 86.5%	86.9%	84.6%
Teacher attendance rate	94.2%	Up from 92.5%	94.9%	94.8%
Average teacher salary	\$40,705	Up 5.2%	\$42,200	\$42,267
Prof. development days/teacher	9.9 days	Down from 16.5 days	12.5 days	11.9 days
School				
Principal's years at school	1.0	Down from 8.0	3.0	3.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.4 to 1	21.5 to 1	21.1 to 1
Prime instructional time	87.2%	Up from 85.6%	89.3%	89.0%
Dollars spent per pupil*	\$6,042	Up 14.5%	\$6,096	\$6,243
Percent of expenditures for teacher salaries*	68.5%	Up from 62.5%	60.2%	59.8%
Percent of expenditures for instruction*	73.9%		64.0%	65.2%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	42.8%	Down from 99.0%	98.1%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	Down from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Throughout the 2005-2006 school year, A.R. Rucker focused on continued school improvement. A highlight of the year was receiving a state award for our reading program. Also, our continued implementation of the International Baccalaureate Middle Years Programme helped us stay focused on student achievement.

As a school, we have worked to improve and offer more staff development for our teachers. We have established an instructional leadership team whose focus will assist the school in making instructional decisions that are aligned with the school's beliefs, vision, and mission. By increasing efforts to help our students develop more personal and social responsibility, we believe our students will also achieve more academically.

In addition, we continue to improve on three identified areas: 1) Learning-to-Learn Skills: we need to help students identify how they learn best; 2) Personal and Social Responsibility: we need to help students develop more responsibility for their actions; and 3) Leadership for School Improvement: we need an administration that works with the instructional leadership team to implement programs that improve student achievement.

Although there is still plenty of room for improvement and much work remains to be done, the positive trends in achievement for our students give us greater confidence and serve as a motivating factor to stay the course in our commitment to continuous improvement.

Jonathan Phipps, Principal 2005-2006

Kimberly Mattevi, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	189	54
Percent satisfied with learning environment	93.2%	75.1%	83.0%
Percent satisfied with social and physical environment	95.5%	70.4%	76.9%
Percent satisfied with school-home relations	80.0%	83.2%	78.8%

*Only students at the highest middle school grade level at this school and their parents were included.